



Fall 2016

Skyline College Adjunct Faculty Teaching & Learning Symposium

Saturday, August 13

8:00 am - 3:00 pm

Registration - Building 4



This adjunct faculty-only event supports The Skyline College Promise by providing adjunct faculty workshops and faculty engagement that will help deliver “meaningful and culturally relevant learning experiences” (The Skyline Promise) particularly intended to enhance student success in the first and second semesters of college.

Please contact Nina Floro, Professional Development Coordinator, if you have questions or would like more information regarding this event.
Email: skyprofessionaldevelopment@smccd.edu, Phone: 650-738-4414



To register for this special event, please click or visit:
<https://fall2016adjunctsymposium.eventbrite.com>

2016 Adjunct Faculty Teaching & Learning Symposium Conference Program

Agenda

08:00 a.m. - 08:30 a.m.	Continental Breakfast
08:30 a.m. - 08:45 a.m.	Welcome & Introductions
08:45a.m. - 09:30 a.m.	Opening Keynote
09:45 a.m. - 11:00 a.m.	Concurrent Workshops
11:15 a.m. - 12:30 p.m.	Concurrent Workshops
12:30 p.m. - 01:30 p.m.	Lunch Break
01:30 p.m. - 03:00 p.m.	Anchor Session & Closing Remarks
03:00 p.m.	Submit Timesheets



Keynote Speaker

Dr. Amelito Enriquez, 2011 recipient of the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM) and Cañada College Professor of Engineering and Mathematics, will deliver the Symposium keynote:
"Confessions of a Reluctant Community College Instructor."

Outcomes

Symposium participants will:

- Explore and engage in specific teaching strategies that promote active learning
- Engage in community building and idea exchanges that foster growth in successful teaching
- Explore and identify campus resources that support student success
- Learn how to build student-centered lessons, activities, and assessments
- Explore and identify ways the CTTL can support teaching and student learning

Concurrent Workshop Descriptions

Get Up and Get Moving: Easy Ways to Add Kinesthetic Learning to the College Classroom

Presenter: Jessica Hurless, *Communication Studies Professor*

Location: 6-202

Description: As a result of kinesthetic learning, John Ratey, a professor at Harvard Medical School argues, "we put the brain of the learners in the optimal position for them to learn." The concept of learning styles is not new, and many faculty are currently designing effective activities for the audio, visual or even hands-on learner. However, as Gen Y & Z dominate the college classroom, the dynamics have changed and demonstrate a need for a more kinesthetic classroom. This workshop will explain what kinesthetic learning entails, demonstrate a number of easy ways faculty from all disciplines can begin incorporating kinesthetic learning, and allow participants time to brainstorm with other participants specific kinesthetic activities for their subject matter.



Student Learning Styles & Metacognition: Fostering Students' Self-Awareness As Learners

Presenter: Dr. Sarita Santos, *ECE Professor*

Location: 7-104

Description: Do you remember feeling rushed from one project to the next, barely keeping your head above water as a student? All too often students have no time to reflect on their learning, yet that may be one of the most important steps in learning as they reconceive themselves as scholars. Looking back and recounting the struggles, risks, failures, and successes of learning enables students to better understand themselves as learners continually engaged in improving their skills, understanding the relevance of what they're learning to their lives, and problem-solving when they encounter similar problems in the future. Learn how to integrate strategies to prompt self-reflection and self-awareness in your students.

Herding CATs: Using Classroom Assessment Techniques to Understand Student Learning

Presenter: Dr. Bianca Rowden-Quince, *Instructional Designer*

Location: 7-115

Description: "The purpose of classroom assessment is to discover gaps between what we teach and what our students learn early enough to close, or at least narrow, those gaps." – Anonymous

Do you want to get an informal sense of how well your students are learning in your course? Classroom assessment techniques (CATs) are formative assessments used to improve learning and inform teaching rather than to assign a grade. The purpose of these assessments is to improve the quality of student learning rather than to provide

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evidence for grading students. Join your colleagues to explore formative CATs for online, hybrid, and traditional learning environments. We will discuss a number of quick, easy, and effective strategies that engage students and improve learning. At the end of this session, you will have CATs in your teaching toolbox to help your students succeed in your courses.

Beyond Talk: Moving into Action/Critical Thinking with First-Day Ice Breakers & Lesson-Driven Community Building Strategies (**newbie)

Presenter: *Nina L. Floro, Professional Development Coordinator/English Professor*

Location: 6-206

Description: Research shows that community building among students during the first week and beyond is particularly effective in fostering both student retention and success. By building community during the semester, students are more likely to feel not only a stronger sense of belonging, but also a stronger commitment and connection to their peers and the class. Community building, however, goes well beyond group work, collaboration, and discussion. Meaningful community building empowers students to think critically and ponder questions and ideas that lead to much deeper learning and thinking. As a participant in this lively session, you will engage in several practical ice-breakers and community building activities that you can refine and use in your own classes the first day of the semester and beyond.

All Hands on Deck: Student Services from the Students' Perspective (**newbie)

Presenters: *Lasana Hotep, Dean for Student Equity & Support Programs; Dr. Luis Escobar, Dean of Counseling; Dr. William Minnich, Dean of Enrollment Services*

Location: 4-301

Description: Faculty are not alone in the work of educating students. Skyline College has a variety of support services including Academic Counseling, Psychological Services, Disability Student Support Services, Financial Aid, and many other programs designed to support students and faculty in this learning environment. Participants will be introduced to these services, meet some of the key leaders of these service areas, and develop strategies to connect students to services. Participants will also be able to identify five (5) or more support services, understand the broader student services implications (counseling, financial aid, etc.) when advising a student to withdraw from a course.

Compensation Information

Adjunct faculty who attend the entire symposium will be compensated for 6-hours at the 'special rate'. Timesheets will be provided at 3:00 p.m. after closing remarks.

**** NEWBIE WORKSHOPS:** Though open to new and seasoned faculty, workshops marked "newbie" are especially geared toward faculty in their first years of teaching and/or those somewhat new to the topic.

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